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ABSTRACT

One of the best ways to engage children in history is by involving them in activities related to their own lives' experiences. This unit gives students an opportunity to study history through a familiar and relevant topic: families. Suggested time for unit implementation is 8 weeks. Students explore family roots, traditions, and how daily life has changed or remained the same; learn how to think critically about history by examining primary sources such as artifacts and photographs; learn how to interview another person to investigate the past; begin to see their places in history and how family history helps define people as individuals and members of a larger society; and have a chance to study the daily lives of people, ideally their own ancestors, who lived long ago and compare that existence with their own lives and the lives of their parents and grandparents. The lesson plan discusses the significance of the topic; lists focus questions; features literacy links; and provides information and student activities, dividing the topic into: "Beginning the Topic," "Developing the Topic," and "Culminating the Topic." It suggests assessment activities, offers extended/correlated activities, and lists extensive topic resources. Appended are sample worksheets. (BT)

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CALIFORNIA History-Social Science Course Models

Exploring Family Roots

Grade 2 Model Lesson for Standard 1

Developed by Dorothy Hutchens, Lisa Hutton and Elizabeth Rickett

SO 033 552

2001

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Grade 2

Standard 1: Exploring Family Roots

Standard 1:

Students differentiate between those things that happened long ago and yesterday by:

1. tracing the history of a family through the use of primary and secondary sources including artifacts, photographs, interviews, and documents
2. comparing and contrasting their daily lives with those of parents and grandparents
3. placing important events in their lives in the order in which they occurred (e.g., on a time line or story board)

Sample Topic for Standard 1:

Place events in the child's life on a time line; examine primary sources; construct a family history, and, compare life today with life in the past.

Suggested Time:

8 weeks

Developed by Dorothy Hutchens, Lisa Hutton and Elizabeth Rickett in conjunction with Dr. Priscilla Porter under the auspices of the Center for History-Social Science Education at California State University, Dominguez Hills.

Significance of the Topic

One of the best ways to engage children in history is by involving them in activities related to their own life's experiences. This unit gives students an opportunity to study history through a familiar and relevant topic: families. Students will explore family roots, traditions, and how daily life has changed and remained the same. Student will learn how to think critically about history by examining primary sources such as artifacts and photographs. They will also learn how interviewing another person is one way to investigate the past. Students will begin to see their place in history and how family history helps to define who we are as individuals and as members of a larger society. Finally, students will have a chance to study the daily lives of people, ideally their own ancestors, who lived long ago and compare it to their lives and the lives of their parents and grandparents. Developing historical knowledge gives a child insight into seeing his or her place in time and the bonds that tie him or her to the past.

It is not necessary to complete the Grade 2 Standards in sequential order. Many teachers prefer to integrate this history-social science unit with stories in their reading series. It is recommended, however, that this unit be completed prior to 2.5 since the individual time lines and the autobiography completed here are useful prerequisite activities for the biographies unit.

The activities in this sample unit are integrated across the curriculum enabling students to develop literacy in language arts, math, and history-social science as they explore family roots. Geography, science, music, and art can also be included with the activities.

Special note about the terms today, yesterday, and long ago: This Standard calls for students to differentiate between the things that happened long ago and yesterday. There has been considerable confusion when defining these terms, especially to make these concepts understandable to young students. This lesson uses the word **today** to refer to the present. Students own daily lives are today. **Yesterday** refers to the recent past. The daily lives of parents and grandparents when they were children would be considered yesterday. Students will need to be introduced to this concept to help them differentiate from something that literally happened yesterday. **Long ago** has not been precisely defined by the standard but it should be sufficiently removed from yesterday to minimize confusion. Students may bring in family photos or documents from various time periods but if you are choosing to collect pictures and artifacts to explore long ago, it is recommended that you choose one time period for consistency. For example, you may choose turn of the century, pioneer period, colonial period, etc.

Focus Questions:

Grade 2 Standard 1

1. What are some important events in my life (in the order in which they occurred)?
2. What is a family?
3. What are primary and secondary sources and how do I use them to understand history?
4. Who are my grandparents and what have I learned from them?
5. What is my family's history?
6. How does my daily life compare and contrast with the daily life of my parents and grandparents? (yesterday)
7. How does my daily life compare and contrast with daily life 100 years ago? (late 1800's - long ago)

Literacy Links
A variety of strategies and activities are included in the lesson that support and develop reading, writing, listening, and speaking skills. Examples of the literacy supporting activities from this lesson are:

Reading
- Make and read charts and graphic organizers
- Read and discuss a variety of factual, informational texts
- Read several books about one topic
- Develop content specific vocabulary dealing with families and ancestors

Writing
- Write a brief autobiography
- Define and sequence activities to be placed on a time line
- Create labels for personal time lines
- Construct a time line on a grandparent's life
- Begin to organize ideas for writing
- Use the time line as a story map to write a biography
- Write and illustrate a brief narrative about special things shared with a grandparent
- Use conventions of writing, including capitalization and punctuation (period, exclamation mark or question mark at the end of sentences)
- Use conventional spelling for high frequency words
- Write several sentences in logical sequence
- Complete a worksheet "What I learned From My Parents and Grandparents"
- Construct a Venn diagram comparing and contrasting events in a story with events in their life
- Construct a family tree
- Write invitations for the Family History Day

Speaking
- Brainstorm to generate ideas for writing
- Act as tour guide for visitors to the Family History Day

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- Speak clearly at an understandable pace
- Stage a tableau representing a scene from a story and then answer questions "in character" telling what the character is thinking

Listening

- Understand and follow one- and two-step directions
- Listen attentively to a guest speaker and ask appropriate questions to gain information

Vocabulary activity:
Make a word wall of tagboard or cardboard, covered with white butcher paper and hang in the classroom. As new words are introduced, add them to the board. The board should be on permanent display so students can use the words for writing, flash card drills, etc. A "Letter Tile" activity is another good way to introduce new words. See Appendix 1 for steps in setting up a Letter Tile activity.

Sample Vocabulary Used in this Unit (adapt as needed)

adopted	descendant	history	primary sources
ancestor	document	infant	relative
artifact	ethnic	interview	research
aunt	family	modern	senior citizen
autobiography	family member	mother	sibling
biography	father	old-fashioned	sister
brother	foster parent	parent	stepparent
continent	future	past	timeline
country	generation	photo analysis	uncle
cousin	grandparent	present	world

Suggested Materials for the unit:

construction paper	writing paper	scissors
wall paper samples	cloth scraps	glue
rolls of cash register tape	wall charts	magazines
poster board	3 x 5 index cards	literature books
pocket chart	paper plates	chart paper

Beginning the Topic

Focus Question: What are some important events in my life (in the order in which they occurred)?

Grade 2 Standard 1

Constructing Time Lines of the Student's Day

Explain that time lines are like story maps or rulers. Working together with the students, select 6 to 8 events that occur during the school day. Use a schedule such as the time school begins, reading time, recess time, math time, language arts time, lunch time, science time, social studies time, PE time, and dismissal time. Write each event on a separate card. Indicate the time on each card. Have students' practice putting the events in chronological order. If desired, take photographs to illustrate each event.

Have each student personalize the class time line by adding 2 to 3 things he/she does before and after school. These may include wake-up time, breakfast time, starting to school time, doing homework time, playing with friends' time, and bedtime. Refer to Appendix 2 for a sample form that may be used.

After students have decided the events they want to include, pass out paper and have each student make a time line. Appendix 3 may be used. Encourage students to create their own times and events for the boxes. As an alternative, a roll of cash register tape works well. Give student about three and one half feet of tape. Divide the tape into boxes about three inches long. Label and write the time in each box. Draw illustrations in each box. Title the time line "A Day in the Life of..."

Constructing "My Personal Time Line" - a Time Line of the Student's Life

Explain to students that the significant events in a person's life (e.g., a move to a new house, a new sibling) can be displayed on a time line. Display an example of a time line of your life with at least 5 to 8 key events. Explain how the time line was constructed.

Place students in cooperative pairs and have them brainstorm and share significant events in their lives.

On a sheet of paper, have each student write down the year he/she was born. Then list each year up to the current year. After each date, students fill in an event they remember happening to them. This will take research on the student's part. For homework, send a parent letter (Appendix 4a) and multiple copies (approximately 3) of Appendix 4b. With parental help, students should record one event and, if possible, locate one photograph for each year. Appendix 3 and Appendix 4c both provide an alternate way to gather the information for the time line. (Note: This information will be used by the students as a "story map" to write an autobiography.)

Have students construct and illustrate "My Personal Time Line" as you circulate around the room giving help and suggestions to the students as needed. (Again cash register tape can be used for this project, but any kind of paper would be suitable.) If available, introduce the computer program *Timeliner* for students to construct their personal time line. Save this project to be shared during the Family History Day Celebration at the end of the unit.

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To reinforce the skill of chronological sequencing, begin a time line of events for the school year. Each week, have one student record key events on a 5x8-index card, illustrate the card, and add it to the class time line.

Autobiography

Note: The autobiography is included as preparation for the study of biographies in Standard 2.5. In the same week that students are working on their personal timelines, teachers may want to read a few simple autobiographies or share their own life story. This will familiarize the students with the genre and prepare students to write their own autobiography.

Using the Personal Time Line as a story map, help each student write his or her own autobiography. It is recommended that you model each of sections. The autobiography should include:

Cover

1. Title
2. Full name
3. Photograph (or picture)
4. Use the word autobiography in some way on the cover

Body of the text

1. One page for each year of the student's life. Each page should include
   - Date (year)
   - Sentences describing the event for the year
   - Photograph or picture to illustrate the event
2. One page describing a major influence in your life (people, events, places)
3. One page describing "my goals" for the future
4. Page numbers (optional)

Refer to Appendix 5 for a list of the requirements for the autobiography. Appendix 5b includes an easier version entitled "All About Me."

Developing the Topic

Send home a letter to the parents to explain that students will be studying about families, including parents, grandparents and ancestors. (Refer to Appendix 6 for a sample letter). It is important to be sensitive to the families in your class. Make it clear that assignments can be modified if families do not have the information needed or if there is any discomfort with the assignments. Have some alternatives available (for example, your own family, a friend's family, or a historical family).

Set up a research center in the classroom (a table or a special area) where all the available literature books pertaining to families, parents, grandparents, and ancestors can be displayed. Throughout the unit encourage students to visit the center and read the books. Encourage students to contribute primary source realia such as artifacts, photographs, and documents from home. Lessons on using primary sources will be incorporated later in the unit. It is recommended that the teacher also display family memorabilia as a model for the students.

Focus Question: What is a family?

Naming Family Members

Ask students to name some family members (mother, father, aunt, cousin, etc.) Use chart paper or the chalkboard to record the student's responses as they brainstorm. Make flash cards (3 x 5 index cards) with the family members' names. Use them for vocabulary activities such as sort the cards by male and female words; put the cards in alphabetical order; have a student draw a card, name it and use it in a sentence; sort the cards into generations; etc. Flash cards can also be used to construct a family tree. Use a pocket chart and put words for the same generation together in the same pocket of the chart.

Ask students if there are any other names they use for their parents, grandparents, and aunts and uncles. List these on the chart also. Hang the chart on the wall.

Optional Activity: Chart about Families

Read a story about families. There are many books that discuss families. A good example is *Families are Different by* Nina Pellegrini. It is about two Korean girls adopted by an American family. It shows how there are many different types of families but love is the glue that makes each family a family.

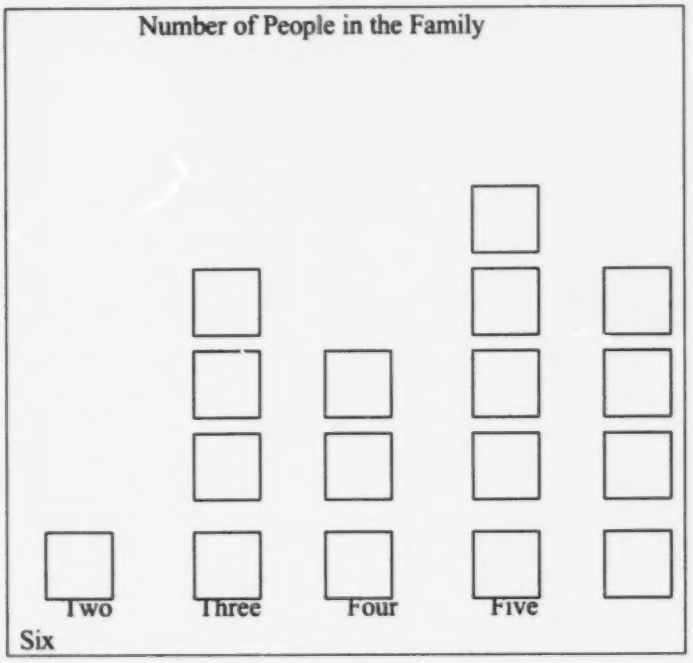
Have a discussion about the book and the children's families. Questions may include: "Were any of the families in the book like your family?" "What does it mean to be adopted?" "What makes families different from one another?"

On a large chart, record the answers to the following questions:

What is a family?	How are families alike?	How are families different?

Graphing Activity

Have the students draw a picture of their nuclear family on a 6 in. by 6-in. piece of white paper. Have them include a sentence about how many people are in their family. I have _____ people in my family. Then create a large graph by the number of people in the family. Discuss the graph and the student's observations about it. You might want to discuss who is included in the immediate or nuclear family; many students have extended family living with them and don't immediately know the difference.
A sample chart may look like:



Reading about Families
There are many ways to incorporate literature into this lesson. For example, select a second grade level reading book that is factual and informational about family histories. If possible, have at least ten copies available. Students can use this book for guided reading time with the teacher. Gretchen Super's *What is A Family* is an inexpensive paperback book to use for this purpose. Many wonderful books are listed in the resource section of this unit. Your reading series may also have stories that can be read at this time.

Focus Question: What are primary and secondary sources and how do I use them to understand history?

Lessons on Primary Sources and Photo Analysis
Before beginning the investigation of family history, the students will need some tools to know how to "read" photos, documents, artifacts, and other primary sources. These tools

can then be used while researching family history and contrasting daily life today, yesterday, and long ago. Talk about how primary sources are real objects, letters, documents, newspapers, maps, and photographs that tell us about history. Contrast this with illustrations, stories, replicas etc. that might help us understand a time period but are not considered primary sources. Talk to the students about being "detectives" or "investigators". Examining primary and secondary sources will reveal information and clues about history. As you do the following activities related to primary sources, remind the students that one item or picture doesn't always tell the whole story and that it is important not to jump to conclusions from looking at one item.

Artifact Analysis

Collect a variety of items for students to examine. Try to find old toys, household items, clothes, birth certificates, a family bible with family information written in it, an old map, etc. Ask the students to look at an item and then discuss what information the artifact gives about the owners, daily life, etc.

Photo Analysis Activity

Copy a few old photographs that the students can look at. Ask the students what they think they can learn by looking at old photographs. Highlight the fact that we can learn about the way people lived by looking at the way they look and the things around them. Ask about the limitations of looking at photographs. The students should ask the following types of questions when they are looking at the photograph:

- What does this photograph tell me?
- Why was this photo taken?
- Is this an accurate representation of the past?

In the appendix is a sample photo analysis worksheet to use with various old photographs (Appendix 7). You might want to try this first with everyone looking at the same photograph so you can work through some questions together. The students can then practice as pairs, looking critically at photographs. The practice will help the students as they move on to researching their own family history.

Sources of old photographs: For the activities above and several listed below, you will need old photographs. You will find old photographs in libraries, antique shops, and swap meets. A great on-line source can be found at http://lcweb2.loc.gov This site is the Library of Congress American Memory Collection. It is a rich source for written, visual, and oral primary sources.

Focus Question: Who are my grandparents and what have I learned from them?

Ask students, "What is a grandparent?" What are some special things that you and your grandmother or grandfather has done together? Is the time you spend with your grandparents different than the time you spend with your parents? Why?

Tell students about your grandparents. If possible, share pictures of them and special stories that you have about them. On the chalkboard, draw a sample family tree that shows you, your parents, and your grandparents. Point out the difference between maternal and paternal grandparents.

Ask students to share special stories about their grandparents. Ask if they have learned anything from their grandparents. Record students' answers on the board.
Examples:

My grandma reads books to me.
My grandpa takes me to the park.
My grandparents visit me.
My grandma and I bake cookies.
My grandparents live in _____.
I visit my grandparents

Share examples from your family of special family traditions, favorite family foods, special ways of celebrating holidays, any things unique to your culture. Discuss how these traditions help to tie the family members together. Explain that a bond is like super glue. It joins things together and is hard to break apart. Family ties help us learn about family history because stories are handed down.

Discuss the relationship between grandparents and grandchildren. For homework, send home "What I Learned From My Parents and Grandparents" (Appendix 8).

Have each student write and illustrate a story about special things that he or she shares with his or her grandparents. Mount the stories and illustrations on colored construction paper and make a wall display for the culminating activity.

Focus Questions: What is my family history?

<u>Ancestors</u>
Define ancestors as "the people in your family, starting with you parents, who were born before you." Ask the class if they have photos of family ancestors at home they would like to share. Show the students pictures of your ancestors. In a class discussion ask students to explain what an ancestor is? Write a class definition for the word *ancestor* and record it on chart paper. Discuss why it is important to know about the people who lived before us (our ancestors). What can we learn from our ancestors? If we had been living in the time of our ancestors, would we have done anything different than our ancestors did? Why or why not? How would our life be different?

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Family Tree

Our Family Tree by Mike Jackson is a beginning resource that explains how a family tree is like a map of a family's history. (It is an easy reader and should be made available as a reference in the literature center.) Before reading the story, you may wish to show a photo album from your family.

As you read the story, ask the following types of questions:

- Who is telling the story? What is she using to help tell the story?
- Why do you think the children are so interested in the old photographs?
- Why does Aunt Betty know the facts in this story?
- Look at the picture of great-grandma Winifred on page 17. What kind of transportation did she use to get to town? Is her car different from the one your parents drive to town? How?

Make a word card for each person mentioned in the book. Include his or her position on the card, such as Great-Great-Great Grandma Agatha. Reread the story and using a pocket chart, construct a family tree as shown on page 28. Discuss the placement of different "generations" on the family tree.

Collect photographs of your family and construct word cards for some of your family members. Include dates and whenever possible, include photographs of different family members on the word cards. Share your family tree, explaining who is in each picture. Help students develop a concept of what a family tree is.

Assign a homework questionnaire "Members of My Family Tree" (Appendix 9). Encourage students to work with family members to create a family tree or a visual representation such as a timeline of several generations. Encourage the students to try to make their tree or representation three generations long.

A good teacher resource book for creating family trees is *Do People Grow On Trees?* by Ira Wolfman. It contains information on genealogy and how to find out about ancestors and suggests activities that can be used to create family histories.

Ask students to participate in creating an artifact center in the classroom. Have students bring artifacts, documents, certificates, journals, letters, photographs, and any other realia that parents would be willing to loan for several weeks. Encourage the students to select one of their favorite photographs (or a photocopy of the picture) to bring to school and tell the class who is in the photograph and how he/she is related.

Focus Questions: How does my daily life compare and contrast with the daily life of my parents and grandparents? (yesterday)

Activity: Read *In Grandma's Day* by Paul Humphrey.

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While visiting their grandma, two children learn about what life was like when she was a child. There are pictures of the toys she played with, the kind of clothes people wore and the type of cars that were driven. The grandmother also talks about the things she did for fun like listening to the radio and going to the beach. Have a discussion about how things have changed and how many of the things (like playing with the toys and going to the beach) have remained the same.

Activity: Picture Sort
Find pictures from the1950's or 1960's of items like clothes, cars, toys, people, etc. and pictures from today of similar items. Take a large piece of butcher paper and divide it into three sections. Label the first section "Today" and the second section "Yesterday" "Yesterday" is the label given to the recent past. Refer to page 3 for clarification of these terms. Leave the third section blank for a lesson later in the unit. The students may need clarification about this use of the word yesterday. Give each child one picture and then have the students place their pictures on the appropriate side of the chart. If a student is unsure, ask the class help decide which category the picture belongs in. Have a discussion about the pictures and how the students decided where to place their pictures. Save this chart to be used in the last part of the unit.

Activity: Comparison of Time Periods.
Using copies of the same pictures from above or additional pictures, have each student compare and contrast two pictures of a similar item with the following writing frame:
Yesterday, _____. Today, _____.
Go over several examples before asking the students to work in pairs or independently.
Examples: Yesterday, people listened to the radio. Today, people watch TV and videos.
Yesterday, ladies wore dresses and high heels. Today they wear dresses and high heels and pants. Yesterday, people typed on a typewriter. Today, people use a computer.
Each comparison can be a page. Have each child complete at least three pages and illustrate each page.

Example:
Yesterday, people listened to the radio. Today, people watch television.
Yesterday, people played with dolls. Today, people play with dolls too.
Yesterday, there were no VCR's. Today, people watch videos all the time

Focus Question: How does my daily life compare and contrast with life 100 years ago? (late 1800's – long ago)

The last part of the unit focuses on long ago. Select a specific time period and collect pictures and drawings from that period. For example, if you choose 100 years ago (mid to late 1800's) then collect pictures from this time period. To minimize confusion, it is recommended that you choose one specific time period to represent long ago

Activity: Gallery Walk

Find pictures, sketches, and drawings from the mid to late 1800's. Put the pictures by categories on poster board. Examples of categories might be clothing, transportation, buildings, toys, household items, etc. Hang the posters all around the room or place them on different tables. Place another large sheet of paper next to each poster for comments. Split the children into the same number of groups as the amount of posters you have. Give each group a number and a different colored marker. The groups all are assigned a different poster. Give them a few minutes to look at the pictures and discuss. Then have them write their observations on the blank piece of paper, They need to use the assigned color marker and put their group number after their comments. Then have the groups rotate to a new poster. Continue until all of the groups have gone to every poster. Have a discussion about what they observed and wrote. Then each group can be assigned one poster to write a summary of the findings.

Activity: Add "Long Ago" to Chart

Add a section labeled " Long Ago" to the chart used in the picture sort from the previous section. The chart should now have three sections labeled " Today, Yesterday, and Long Ago." Use the same pictures as above in the gallery walk to add to the "Long Ago" section of the chart. Label the long ago section with the specific time period chosen to represent long ago. Using the three time periods, discuss the differences in daily life between today, yesterday, and long ago.

Culminating the Topic

Activity: Special Person/Grandparent Interview.

As part of this unit, the students will do an interview with a grandparent or a special person. It is called a special person interview instead of a grandparent interview because some children will not be able to interview a grandparent. Ask the parents to help choose another older relative or family friend for their child to interview or line up a few people from your school community. Appendix 10a is a sample questionnaire for the special person interview. Appendix 10b is the timeline worksheet that should be completed at the same time as the interview. The interview and timeline worksheet will be used to do a timeline and a biography of the grandparent or special person. Appendix 10c is a sample parent letter to give instructions for the interview and timeline worksheet.

Prepare the students for doing an interview by doing a model interview in class. You might ask someone you know from the community or one of your family members. Model asking the questions and writing down the answers. Also, model how to thank the person that has given up his or her time to be interviewed. Discuss the model interview with the students. Then have them practice doing the interview with a partner. They can even role-play being someone their grandparents age and the possible responses that might be given. Discuss and brainstorm additional questions to be asked at the end of the interview. Allow several weeks for this assignment. Consider giving it over the Thanksgiving or Christmas holidays because students might be more successful interviewing a family member face to face instead of over the phone.

When the interviews are returned, have each student share about the experience and what they learned about their special person.

Timeline

Students use their special person interview to construct a timeline of the person's life. Begin with their birth date and select 5-7 other major events. Appendix 10b was used during the special person/grandparent interview and can be used as a working draft to construct the timeline. Transfer information onto adding machine tape or use the computer program *TimeLiner*. If possible, illustrate the time line with photos of the person's life. Save the time lines for Family History Day.

Biography

Using the time line and special person/grandparent interview as a guide, have students write a biography of the special person. The guidelines on the following page for writing the biography match the categories used for the interview and the time line worksheet. These guidelines may also be used as the basis for a scoring guide or rubric.

Biography Guide (Refer to Appendix 11)

Cover

- Your special person's name
- Photograph or drawing of your person
- Author's name

Body of Text

General Information about Your Special Person

- Birth date
- Place of birth
- Where your person lives

Family Information

- Parents
- Brothers and sisters
- Husband or wife
- Children

Life as a Child

- Toys and free time
- Transportation
- School
- Talents and interests
- Memorable events

Significant Events
- Describe the birth date and 5-7 key events from your special person's life

Optional Information
- Other interesting information that you learned about your special person

Family History Day Celebration

The Family History Day Celebration is a time for students to display their family history projects - time lines, autobiography, family tree, special person/grandparent biography. Have students write invitations to their families asking them to attend the Family History Day Celebration (Appendix 12.) At the Celebration, have students act as guides and escort their guests around the classroom as they explain the various projects that were completed during this unit.

Students can help in the planning and organizing of this event. For example, they could decide where to display their work and projects, help put up bulletin boards, and decide what refreshments are to be served to guests. If desired, students and their parents can select a type of food from their family backgrounds, which can be brought to school for the celebration. Ask about three students and three parents to be the food hosts and hostesses for the event. Be sure that all students are included in the day's activities. If a student's family cannot attend, then the teacher or one of the attending parents can act as this child's guest so that he/ she can act as a guide and show and explain his/her work. Ask several parents who will be attending to act as substitute parents if needed.

Have students complete a worksheet reflecting on their work during the unit (Appendix 13.) You may also wish to send a letter to parents to solicit their response to the unit (Appendix 14.)

Assessment

Assessment of students should be on-going and authentic. Two rubrics will be designed to help assess activities and student work; one by the teacher and one by the students. Students will demonstrate their understanding of the concepts included in this unit through teacher, peer, and self-evaluations.

- construct a personal timeline: "A Day in the Life Of..." placing important daily events in the order in which they occur
- complete "My Personal Time Line" placing important events in the student's life in the order in which they occurred
- write an autobiography using the personal time line as a story map (Appendix 5a)
- contribute primary sources and realia to the class research center
- work together in a group to brainstorm a list of vocabulary words to identify family members (e.g., father, mother, brother, aunt, cousin, nephew, grandmother)
- analyze primary sources, including artifacts and photographs, to learn about the past

- complete "What I Learned from My Parents and Grandparents" worksheet
- write and illustrate a story about special things shared with a grandparent
- trace the history of a family by completing a "Family Tree" project (Appendix 9)
- sort pictures and complete a writing frame sentence comparing and contrasting daily life today with life yesterday (parents/grandparents) and life long ago (100 years)
- conduct an interview with a grandparent or special person (Appendix 10a and 10b)
- construct a time line of a grandparent or special person's life depicting 5 to 7 events
- write a biography of a grandparent or special person using the interview and time line as a story map (Appendix 11)
- write invitations for Family History Day Celebration
- acts as a guide for visitors at the Family Day Celebration

Extended and Correlated Activities

- Read *Grandpa Baxter and the Photographs* by Caroline Castle and Peter Bowman. The two bears discover Great-granddad Dudley's photograph collection and spend the day discussing their family history. Ask students to predict what is inside the rusty old tin box.
- Read the poem "What Is a Family?" from *Fathers, Mothers, Sisters, Brothers, A Collection of Family Poems* by Mary Ann Hoberman. Make a transparency of the poem and use it to do choral reading with the class after the poem has been read. Choose groups to read different parts of the poem. Ask questions such as: "Who did the poem tell us could be members of a family? Do all families have the same number of people? Why are families different sizes? Does it matter how large or small a family is? Why?"
- Read the poem, "Grandmas and Grandpas" by Mary Ann Hoberman from Fathers, *Mothers, Sisters, Brothers, A Collection of Family Poems.* Ask such questions as: What is special about you and your grandmother? What special things do you and your grandfather do together? Is the time you spend with your grandparents different than the time you spend with your parents? Why? Does grandma or grandpa have lots of time to spend with you? Why or why not
- Read the books *We're Very Good Friends, My Grandpa and I* and *We're Very Good Friends, My Grandma and I* by P.K. Hallinan. (These are picture books that stimulate good discussions.) Talk about special things that grandparents and grandchildren do together.
- Read the book *The Ancestor Tree* by T. Obinkaram Echew, based on an African folktale. Discuss the story and ask questions such as: What was Nna-nna's problem? How did the children help him solve his problem? Why were the children sad? What did the old man teach them about ancestors? Why was his message to them important? What family stories do your grandparents tell?
- Story Map Activity (Learning sequencing skills - beginning, middle, end) Make a class story map of the *Ancestor Tree* with your class. Use chart paper and record as the

class dictates. Decide what comes first in the story--the beginning, what is next--the middle, and what is last--the end (Appendix 15).

- Send home for homework the "Ancestor Poem" (Appendix 16). Ask students to have family members help complete the poem. Read the poems in class.
- Teach the music and words to the song, "Free To Be.... A Family" from the book, *Free To Be.... A Family*, edited by Marlo Thomas. Try singing the song as a round.
- Read the book *Love you Forever* by Robert Munsch to have students explore how family bonds are important in shaping a child's life. After reading, ask such questions as: What held the mother and her son together? Why was this bond so strong? Did the mother's love ever change as the son grew up? Why or why not? Was there a change in the bond? When did the son become the "bond keeper"? Why? Is there ever a time when you are the "bond keeper" in your family?
- Read "Grandma and Grandpa Are Here!" from the book *People in My Family* by Bobbie Kalman. This book has wonderful poems about family members.
- If students found places and dates of their great-grandparents and grandparents on the homework lesson, they can do calculator math to find the difference in their grandparents'/great-grandparents' age and their own age.
- Make a class dictionary of vocabulary words learned in this unit. Have students illustrate each word. Keep dictionary where students can use it for a reference book.
- Use pictures of houses in *Houses and Homes* by Ann Morris to have students investigate how structures are built on different continents. Ask students what they think their grandparents'/ great-grandparents' homes looked like. Bring pictures of different types of homes from magazines or newspapers and explain the similarities and differences in these homes. Why are houses made of different materials?
- Take a field trip to a local historical home. Look at the architecture outside and inside the home. Look at the furniture in the home. Take pictures if possible to use in class. Compare with homes of today. Make a class chart, recording the similarities, the differences, and the things that are unique to each of the homes. Study the history of the family who lived in the home. If possible construct a family tree. Do any of the descendants live in the community today? If so, invite one as a guest speaker.
- Make a time line of your school's history. Have a group of students take questions generated by the class and teacher to interview the principal and/or assistant principal. Students label and illustrate the time line. Display in the school office.
- Visit a local retirement home. Students can have one-to-one talks with the senior citizens living there. Each student can find out what the seniors' school and home life was like. On their return to school, the class can do a shared writing project about what they learned on their visit.
- Have students keep a journal of their year including both home and school activities. Make one entry a week in this special journal. Review the journals at the end of the year and have each student read entries from two different parts of the year.
- Write "pen pal" letters to students in another part of the state or country. Exchange pictures and information about their family and family history. Have each student develop a Venn diagram of the similarities and differences of their family and the pen pal's family.

- Write a class or individual poetry book with original poems about family members. Read the book to other classes or set the poetry to music and give a performance.
- Create "I Am Poems" for a grandparent or other ancestor. An I Am Poem is a poem that can be used to describe any character, setting, idea or concept found in language arts, social studies, science, and other content subjects. It can have as many or as few stanzas as you wish. It is a wonderful way to teach about nouns, verbs, and adjectives. Before having students write the poem, model, on chart paper, one that the class does together (Appendix 17).
- Learn music and songs that pertain to the family. Have the class create new lyrics to fit music they already know for a musical play. Entertain another class with the play.
- Create puppets and write a play about family life. Perform the play for classmates and/or other classes. Puppets can be made of cloth, construction paper, popsicle sticks, plastic bottles, other throw away materials, etc.
- Write and illustrate a postcard to grandparents or other family members who live far away. Describe and draw a picture of their town for relatives who might not know or remember what the town is like.
- Students can do research to find out about the different countries their ancestors came from. Read books about life in the country.
- Have students ask a family member for a recipe that is unique to their cultural background. Made a class recipe book and illustrate it with a map of the country and pictures of people involved in everyday activities.

<u>Today, Yesterday, and Long Ago</u>

- Go to the library and photocopy an old newspaper (50-100 years old). Compare the copy with your local daily newspaper. Look at the front page, sports page, advertisements and other sections in your local newspaper. Look in the photocopies to see the changes in layout, headlines, ads, clothing, furniture, foods, etc. Compare the photocopy and the newspaper.
- Read *Homeplace* by Anne Shelby and discuss the changes in the illustrations that depict a 200 year period. Create a family tree showing the seven generations described in the story. Enjoy the illustrations and artifacts highlighted on each page
- Visit a museum near you that has displays of clothing and household goods from the 1800s and the early 1900s. Compare what you see with today's clothing, household goods. Make a class Venn diagram.
- Explain that time capsules are usually placed in the cornerstone of new buildings to preserve mementos of the present day. Often these time capsules are opened 30 to 50 years later. What does the class think to tell future generations about your life today? Have students work in groups to determine what should be put in the time capsule. Explain why each item is included.
- Read the book *Going to Town* (adapted from *The Little House Books* by Laura Ingalls Wilder). The book describes the life of a real pioneer family. (Students could use this story to create family histories.) The purpose of this book is compare life in the past to today. Ask questions such as: Is this family like your family? How and why is this family different? Who are the members of this family? How are they different from

your family members? Do they dress differently? What kind of clothing is the father wearing? Why? Was it easy for them to get to town? Why? How does the town look? Is it different from our town? How? What would you have liked or disliked about the party? Make a Venn diagram to compare likeness and differences.

- Read the book *Dance at Grandpa's* adapted from *The Little House Books* by Laura Ingalls Wilder and illustrated by Renee Graef. Discuss how the party at Grandpa's looked in this book and how a present day party at the student's grandparents' house might look. Locate Wisconsin on a map of the United States. Ask such questions as: When do you think this story took place? What clues do you have from the book? Did Laura's family travel to grandpa's house the same way you go to grandpa's house? Does the house look the same? Does the clothing look the same? Do you ever go to visit your grandparents? What types of things do you do? Construct a Venn diagram comparing and contrasting life at grandpa's then and now, such as food, clothing, shelter, etc.
- The Pomona Public Library has a Laura Ingalls Wilder Room and welcomes inquiries about the Ingalls and Wilder families. Write or call library for information (625 S. Garey Avenue, Pomona, California. Phone (909) 620 - 2043). Ask if this library could help you find any materials about what life was like in Laura's time. The library has the original script of *Little Town on the Prairie*, crafts, quilts, and children in period costume. Each year the library celebrates Laura Ingalls Wilder's birthday on the first Saturday of February with a "Gingerbread Sociable."
- Explain to students that long ago most people could not read and write and they used pictures and symbols to communicate. Refer to barber pole and pictures of family crests and banners. As homework have students develop with parents a family crest, using pictures and symbols only, which indicates a value held by family, an activity enjoyed by family and design for a family banner (Appendix 18a and 18b).
- Ask a grandparent, great-grandparent, or a local senior citizen that is a great-grandparent to visit the class and tell about his/her life. Encourage the guest bring artifacts and photographs.
- Read *Watch the Stars Come Out* by Ricki Levinson. The story tells what it was like for immigrants who came to the United States by ship through Ellis Island. Draw a family chart, before reading, to help students recognize the characters--the young girl; her grandmother, the storyteller; and, the central speaker, the girl's great-grandmother. Ask students to tell how the girl in the story is like her great-grandmother.
- Within groups organize a tableau based on *Watch the Star Come Out* as a means of drawing students into the text. Have students select and create a frozen scene as a tableau. As the teacher taps a student in the scene on the shoulder, he or she speaks in character while others in the scene remain frozen. Continue until each character gets an opportunity to speak. Only one character speaks at a time. The speaker can simply tell what the character in the story is thinking at that time.
- Draw a treasure chest showing what you would have taken on the journey. What items would you include to remind you of the family and friends you left behind? What family treasures would you bring to remind you of your ancestors?

- Read *Grandfather's Journey* by Allen Say to examine a different story about a child bonding with his grandfather who had emigrated to the United States from Japan but returned before World War II began.

Geography and Science Skills

- After the grandparent/ special person interview have students name the state or country where their grandparents were born. Locate each state or country on an U.S. or world map and identify the continent for each country represented. Talk about the areas on the map that have warm and cold climates. Locate the equator on the world map or globe. Explain that the closer the land is to the equator, the warmer it is. Find the north and south poles. See how far the poles are from the equator. Ask students what they think the climate would be in land areas near the poles. Why? Point out the United States on the world map or globe and show its position in relation to the equator and the north and south pole. Relocate the countries where students' grandparents were born. What would the climate be in that country? Why? Explain how climate effects peoples' lives; the clothing they wear, the food they eat, the way they build their homes, etc. See Course model for standard 2.2 for more activities related to geography.

Math Activity

- Since students are working on time, have them work in pairs to make a clock. It can be easily made out of a paper plate. Students write numbers around outside edge of a paper plate. Make two clock hands (long and short arrows) out of black construction paper. Fasten hands in the middle of the clock with a brad. Have students find times from their school day time lines on the clocks with their partners.

Science Activity

- To help understand the life cycle of a family, the teacher needs to be sensitive to the needs of the class. Discussions are appropriate for the birth (new life) joining the family and the death (old life) which is leaving the family circle. Help students to see that this is a natural occurrence and is part of nature's cycle for all living things. Plants could be used as a sample discussion topic. Help trace a life cycle from the plant's beginning as a seed (new life) to its end when it withers and dies (old life).
- Read the book *Lifetimes* by Bryan Mellonie and Robert Ingpen. This book will help students understand and appreciate what a life cycle is.
- Two other outstanding books to read to the class on the life cycle are: *My Grandmother's Cookie Jar* by Montzalee Miller (an American Indian folktale; although no longer in print, the book is available in most school and public libraries) and *Who Will Be My Mother* by Joy Cowley (dealing with the death of a mommy sheep; this Wright Big Book is also available in a student size edition).

Resources for the Sample Topic

Books with two ** are considered to be key books used in the unit. Books with one * are highly recommended.

Ackerman, Karen. *Song and Dance Man*. New York: Knopf, 1988. Exuberant story with equally vibrant watercolors brings grandpa's vaudeville days alive for three grandchildren.

Aliki. *A Medieval Feast*. Thomas Crowell, 1983. Brilliant colors and detailed drawings in this book bring to life the exotic feast that a medieval lord created for the king and his company. The book offers the reader an understanding of how people worked, looked, and thought centuries ago.

* Aliki. *The Two of Them*. New York: Mulberry Books, 1979. ISBN 0-688-07337-9. A wonderful book about the relationship between a grandfather and his granddaughter. From the girl's birth through the years until her grandfather's last illness, the two share a strong bond and many happy times. This is an excellent Read to book for the teacher.

Allen, Thomas B. *On Granddaddy's Farm*. New York: Alfred A. Knopf, 1989. ISBN 0-394-89613-0. The author tells about the events in his life from the 1930s. When he and his cousins spent summers on their grandparents' farm in the hills of Tennessee. Allen's illustrations bring a vivid picture of America's past to the reader. This book could be used as a read aloud or as an independent reading book.

"Ancestors: Genealogy," *Faces*, Volume VIII, No. VIII (April 1992). Peterborough, NH: Cobblestone Publishing Co. The entire issue of this popular magazine on world cultures is about ancestors and genealogy. It is a good reference and resource magazine for the teacher.

Anderson, Janet S. *The Key into Winter*. Illustrated by David Soman. Morton Grove, IL: Albert Whitman & Co., 1994. ISBN 0-8075-4170-2. Mattie tells the story of when as a young girl, she hid the key into winter to stop the seasons from changing in order to save the life of her dying grandmother. Mattie learns the consequences of preventing winter from coming. This is a touching story about life and death that could be read to students.

Badt, Karin Luisa. *Good Morning, Let's Eat!* Chicago: Childrens Press, Inc., 1994. ISBN 0-516-48190-8. This book takes a trip through many different countries to show how breakfast is eaten. It is a great teacher resource book that is full of pictures. Teachers can read or tell facts from it to the class. Students could pick a country from

the book and draw a breakfast picture to make a "Breakfasts Around the World" bulletin board.

Badt, Karin Luisa. *Greetings!* Chicago: Childrens Press, Inc., 1994. ISBN 0-516-48188-6. A book about the different ways that people from many countries and cultures greet one another. It tells the things people do or say to show that they recognize the presence of another person. It is a great teacher resource book that is full of pictures. Teacher can use facts from it to tell or read to the class.

Badt, Karin Luisa. *Let's Go!* Chicago: Children's Press, Inc., 1995. ISBN 0-516-48195-9. This book shows different types of transportation used all over the world. The books show transportation from ancient times to modern times. It is a great teacher resource book that is full of pictures. Teacher can use the pictures and text to show transportation facts to the class.

Blaine, Marge. *The Terrible Thing That Happened at Our House*. New York: Scholastic, 1983. When both parents become employed outside the home, a crisis is resolved with humor and understanding.

Bolton, Janet. *My Grandmother's Patchwork Quilt: A Book and Pocketful of Patchwork Pieces*. New York: Delacorte Press, 1994. A charming story of the making of a patchwork quilt. A pocket at the back of the book contains ten quilt squares, each with an outline of a scene from the book. Students trace each scene onto tissue to make a pattern and begin work on their own patchwork quilt.

Bonners, Susan. *The Wooden Doll*. Lathrop, 1991. A girl's immigrant grandfather gives her a wooden nesting doll from Poland.

Borstein, Ruth Lercher. *A Beautiful Seashell*. New York: Harper and Row, 1990. Great-grandmother tells the story of a seashell to her granddaughter. East to read with soft pencil drawings.

Buckley, Helen E., and Jan Ormerod. *Grandmother and I*. New York: Lothrop, Lee and Shepard, 1994. ISBN 0-688-12532-8. A child considers grandmother's lap a perfect spot to be when she is frightened or sad. It is a touching story of the war, happy relationship between the oldest and youngest member of a family.

Bunting, Eve. *A Day's Work*. Illustrated by Ronald Himler. New York: Clarion Books, 1994. ISBN 0-395-67321-6. When Francisco, a young Mexican American boy, tries to help his non-English speaking grandfather find work, he discovers his *abuelo* (grandfather) has something valuable to teach him.

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Bunting, Eve. *The Wall.* New York: Clarion Books, 1990. ISBN 0-395-62977-2. A father and his young son visit the Vietnam Veterans Memorial to find the name of the grandfather the little boy never knew. They share the sadness as well as the pride of seeing grandpa's name on the wall. The story is told from a young child's point of view. This book can be used for independent reading or shared reading time.

Bunting, Eve. *The Wednesday Surprise.* New York: Clarion Books, 1989. ISBN 0-395-54776-8. This book shows the relationship between Anna and her Grandma. Anna spends Wednesday nights with her Grandma. They sit on the couch and read picture books together. They are preparing a special surprise for Dad's birthday. This book can be used for independent reading or shared reading time.

Carlson, Nancy. *A Visit to Grandma's.* New York: Penguin, 1991. ISBN 0-670-83288-X. This book is the story of Tina and her parents' Thanksgiving visit to Grandma in her new Florida condominium. They are surprised to find that she is very different from when she lived on the farm. This is an independent reading book or it can be used for shared reading.

Caseley, Judith. *Apple Pie and Onions.* New York: Greenwillow, 1987. Tender story of a loving Russian grandmother and her granddaughter. The little girl is embarrassed by her grandmother until she hears a story and understands. The book is filled with brilliant illustrations.

Caseley, Judith. *Dear Annie.* New York: Mulberry Paperback Book. 1991. ISBN 0-688-13575-7. Annie tells her class that her Grandpa is her pen pal. They have written each other letters since the day Annie was born. When Annie was a baby, her mother answered Grandpa's letters. When Annie got older, she told her mother what to write. Now Annie can read Grandpa's letters herself and answer them too. This is a good read aloud or it can be used for independent reading time.

Castañeda, Oscar S. *Abuela's Weave.* Illustrated by Enrique Sanchez. New York: Lee and Low Books, 1993. ISBN 1-880000-20-2. A young Guatemalan girl and her grandmother grow closer together as they weave some special clothes for a fiesta and make a trip to the market in hopes of selling their creations.

* Castle, Caroline, and Peter Bowman. *Grandpa Baxter and the Photographs.* New York: Orchard Books, 1993. ISBN 0-531-05487-X. Benjamin Bear and Grandpa Baxter Bear find a treasure throve of Great Grandpa Dudley's photographs while cleaning out a closet. Grandpa Baxter reminisces as they examine the family pictures. This book is out of print but may be found in school or public libraries.

Coerr, Eleanor. *The Josefina Story Quilt.* New York: Harper, 1986. Josefina is Faith's pet hen and companion during the family's journey to California is a covered wagon during the 1850s. Faith sews a patchwork quilt to recall their adventures.

Collins, Judy. *My Father*. Pictures by Jane Dyer. Boston: Little, Brown & Co., 1989. ISBN 0-316-15238-2. A father's dream carries his daughter out of a drab life in a coal mining community in Ohio to Paris. Despite the short narrative, this picture book tells of the intimacy of family love.

Crews, Donald. *Shortcut*. New York: Greenwillow Books, 1992. ISBN 0-688-06436-1. Every summer the children went to Cottondale. Florida to visit Bigmama. The train tracks ran right by her house. They had been told many times to stay away from the tracks. One day they were in a hurry and the tracks were a shortcut. The adventure continues as they walk on the tracks until a train appears. This is a good shared reading book.

DePaola, Tomie. *Nana Upstairs and Nana Downstairs*. New York: Putnam, 1973. This is the story of a boy's relationship with his grandmother and great-grandmother. When the great-grandmother dies, she becomes Nana "upstairs."

Dorros, Arthur. *Abuela*. Illustrated by Elisa Kleven. New York: Dutton, 1991. ISBN 0-525-44750-4. Rosalba and her *abuela* (grandmother) take an extraordinary trip on Rosalba's imagination over Manhattan Island, New York. Many of the places they see remind abuela of when she first came to the United States.

* Echewa, T. Obinkaram. *The Ancestor Tree*. New York: Lodestar Books. 1994. ISBN 0-525-67467-5. This book is an original folktale about life and death, custom and change. It is about an old man who has no living children. The children of the village are concerned about who will plant a tree for him in the sacred forest of the ancestors since he has no children of his own to do this task.

Ehrlich, Amy. *The Story of Hanukkah*. Dial, 1989. This illustrated, historical account of the Maccabees explains the origins of the Jewish holiday.

Fearotte, Phyllis. *The You and Me Heritage Tree: Children's Crafts from 21 American Traditions*. Workman, 1976. This book contains step-by-step instructions for more than 100 craft projects that reflect 22 different ethnic traditions in the United States. The projects require easily available materials.

Flournoy, Valerie. *The Patchwork Quilt*. New York: Dial Books for Young Readers, 1985. ISBN 0-8037-0097-0. Tanya loved listening to her grandmother's stories about the quilt as grandmother cut and stitched together the pieces of colorful fabric. When grandmother becomes ill, Tanya decides to finish Grandma's masterpiece herself. All of the family helps her. This book has beautiful illustrations. Some second graders can read it, but would be a good read aloud.

Fox, Mem. *Wilfrid Gordon McDonald Partridge*. Kane Miller Books, 1985. This is a humorous tale that encompasses memory, recollection, and family history.

Friedman, Ina R. *How My Parents Learned to Eat*. Boston: Houghton Mifflin, 1984. A child tells of the happy resolution of a slight problem stemming from diverse cultures within the same family.

Friego, Margot, et. al. *Tortillitas para Mama*. New York: Holt, 1981. A well-illustrated book of Hispanic nursery rhymes written in two languages.

Galbraith, Kathryn O. *Laura Charlotte*. Philomel, 1990. Told with warm sentiment, this book relates a mother's recollection of childhood. It demonstrates how a hand-me-down toy can maintain a contact with the past.

Gibbons, Gail. *Easter*. New York: Holiday, 1989. This book can enhance discussions of how families celebrate different holidays. See also books on Christmas and Thanksgiving by the same author.

*Graef, Renee (illustrator). *Dance At Grandpa's* (adapted from *The Little House Books* by Laura Ingalls Wilder). New York: HarperCollins, 1994. ISBN 0-06-443372-2. This is a story about Laura and her family traveling by sleigh through the woods to attend a big party at Grandpa's house. It is a beautifully illustrated book, which depicts life in the late 1800s. It is suitable for read around, guided reading, or independent reading.

*Graef, Renee (illustrator). *Going to Town* (adapted from *The Little House Books* by Laura Ingalls Wilder). New York: HarperCollins, 1995. ISBN 0-06-443452-4. A little pioneer girl and her family make their first trip to town to visit the general store. It is suitable for read around, guided reading, or independent reading.

* Hallinan, P.K. *We're Very Good Friends, My Grandma and I*. Nashville, TN: Ideals Publishing Corporation, 1985. ISBN-0-8249-8548-6. A book about many of the exciting adventures a grandma and grandchild share and how this brings them closer together in love, friendship, and understanding. This is a good read aloud or shared reading book.

* Hallinan, P.K. *We're Very Good Friends, My Grandpa and I*. Nashville, TN: Ideals Publishing Corporation, 1988. ISBN 0-8249-8549-4. A book about the adventures a grandpa and his grandchild share while exploring the colorful world around them. A good book for read aloud or shared reading time.

Hearne, Betsy. *Seven Brave Women*. Illustrated by Bethanne Andersen. New York: Greenwillow Books, 1997. ISBN 0-688-14502-7. A young girl recounts the brave

exploits of her female ancestors, including her great-great-great-grandmother who came to America from Switzerland at the time of the American Revolution.

* Hoberman, Mary Ann. *Fathers, Mothers, Sisters, Brothers, A Collection of Family Poems*. New York: Puffin Books, 1991. ISBN 0-14-154849-1. This collection of poems is about different family members. It is a good book for the teacher to read or it could be used for Guided Reading or used as Readers' Theater material.

Houston, Gloria. *My Great-Aunt Arizona*. Illustrated by Susan Condie Lamb. Harper Collins Publishers. 1992. ISBN 0-06-022606-4 Arizona Houston Hughes grows up in Appalachia to become a teacher who influences generations of school children.

**Humphrey, Paul. *In Grandma's Day*. Illustrated by Kay Sleigh. Austin, TX: Steck-Vaughn, 1995. ISBN 0-8114-3717-5. This book for beginning readers, in the *Read All About It* series describes how life was different when Grandma was young.

Hallinan, P.K. *How Do I Love You?* Troll Associates. 1989. ISBN 0-8249-8505-2. This book is a love poem from a parent to a child. It tells of the unconditional love of a parent for a child in understandable language with familiar images.

Heide, Florence Perry, and Judith Heide Gilliland. *Sami and the Time of Troubles*. Illustrated by Ted Rand. Clarion, 1992. Sami lives in a bomb shelter with his family in war-torn Beirut. A loving grandfather ties to recreate fond memories for the children so that they carry them in their heads during the time of troubles.

Home: A Collaboration of Thirty Distinguished Authors and Illustrators of Children's Books to Aid the Homeless. Edited by Michael J. Rosen. New York: HarperCollins, 1992 (A Charlotte Zolotow Book). ISBN 0-06-021788-X. Each page of this book is a room where a best-known author or illustrator lives. In the paintings, poems, and stories, the contributors in this book share favorite spaces and remembered places. They each celebrate their sense of home in a special way. This is a read aloud book.

**Jackson, Mike. *Our Family Tree*. Illustrated by Dina Bowles. Austin, TX: Steck-Vaughn, 1995. ISBN 0-8114-3803-1. This book for beginning readers, in the *Read All About It* series describes what a family tree is and where relatives fit on it.

Jenness, Aylette. *Families A Celebration of Diversity, Commitment, and Love*. Boston: Houghton Mifflin, 1990. ISBN 0-395-47038-2. The photographs and text in this book depict the lives of seventeen families from around the country; some with step relationships, divorce, gay parents, foster siblings, and other diverse components. The material from the book was originally a traveling exhibition that began at the Children's Museum in Boston. This is a teacher resource book and may be used to help create a picture wall of students' families.

Jenness, Aylette. *Who Am I?* Cleveland, OH: Modern Curriculum Press, 1992. ISBN 0-8136-2298-0. This book teaches students how to begin learning about their family heritage and ethnic background. It shows the students how to recreate their family history. This is an independent reading book that the student can use as a resource for his research project.

Johnson, Angela. *When I Am Old With You.* New York: Orchard Books, 1990. ISBN 0-531-07035-2. In this story, a small child imagines a future when he will be old with his Granddaddy. They will sit side by side in rocking chairs and talk about everything. It shows the close bond between grandparent and grandchild. This is an independent reading book.

Johnston, Tony. *The Quilt Story.* Putnam, 1985. This book traces the story of a quilt, lovingly made by a pioneer mother. The quilt travels over time and generations to another little girl who finds comfort in its beauty. See also *Yonder* (Dial, 1988) by the same author.

Kalman, Bobbie. *Early Family Home.* New York: Crabtree Publishing Co., 1992. ISBN 0-86505-016-3. This book gives a pictorial and factual guide to family life in the early settler period of our country. It contains stories, photographs, and drawings of the settlers' everyday life. It is a great teacher resource book for this period in our history.

* Kalman, Bobbie. *People in My Family.* New York: Crabtree Publishing Company, 1985. ISBN 0-86505-085-6. This book contains a collection of poems about family life. The poems are about many issues that concern children in every day living. All the poems are great for teacher to read to students and then have a class discussion. This book can be used as a model for students to write poems about their family members and could be used as Readers' Theater material.

Kalman, Bobbie. *We Celebrate Family Days.* New York: Crabtree Publishing Co., 1986. ISBN 0-86505-058-9. This is a teacher resource book that is filled with poems, stories, facts, and activities about special family days. The teacher can use ideas from this book as springboards into activities and projects in the family unit he/she teaches. It can also be used for Readers' Theater activities.

Keller, Holly. *Grandfather's Dream.* New York: Greenwillow Books, 1994. ISBN 0-688-12340-6. After the end of the Vietnam War, a young boy's grandfather dreams of restoring the wetlands of the Mekong delta, hoping that the large cranes that once lived there would return.

Kline, Carol Sadie. *Remember.* Littleton, MA: Sundance Publishers, 1992. ISBN 0-887419-23-2. This is the story of a little girl whose one-room store was the center of a small Orthodox Jewish community. Grandma reminisces about childhood events that

happened in her store and around the neighborhood. This primary source can be used as a read to book or for independent reading.

** Jackson, Mike. *Our Family Tree*. Austin, TX: Steck-Vaughn, 1995. ISBN 0-8114-3803-1. This book is from the *Read All About It* series. The series is a unique collection of first information of beginning information books. It invites the young reader to explore a family's history through illustrations, photographs, and text. It is a good book for second grade independent readers.

Lasky, Kathryn. *My Island Grandma*. Illustrated by Amy Schwartz. New York: Morrow Junior Books, 1993. ISBN 0-688-07948-2. Abbey spends every summer with her parents and her grandmother on an island, when the leisurely activities include swimming, picking blackberries, and finding the constellations. It is a story of special friendship between a young girl and her grandmother.

Leong Va. *A Letter to the King*. New York: HarperCollins, 1988. ISBN 0-06-020079-0. This story is set in ancient China and was originally written over two thousand years ago by the very king who is in the story. This folk legend is told in both English and Chinese. This is a good read aloud book that the teacher can use to help students understand how folk tales are passed from generation to generation.

The Little Snowgirl: An Old Russian Tale. Adapted by Carolyn Croll. Putnam, 1989. Childless families experience the power of love when their snow child comes alive in this story. The Russian setting is appealing.

* Levinson, Riki. *Watch the Stars Come Out*. New York: Puffin Books, 1985. ISBN 0-14-055506-4. In this story a little girl hears how, long ago, another little red-haired girl--her great-grandmother--sailed across the sea with her older brother to join their immigrant parents in a strange new called America. The illustrations in this book are beautiful. This book can be used as an independent reading book or a read aloud. The book is also available in Spanish.

MacLachlan, Pâtricia. *Three Names*. New York: HarperCollins, 1991 (A Charlotte Zolotow Book). ISBN 0-06-024035-0. This is the story of a boy and his dog. They were best friends a long time ago in the world of one-room schoolhouses, fall winds, spring tornadoes, and fields of grass that stretch over the horizon. A read aloud.

McMillan, Bruce. *Grandfather's Trolley*. Cambridge, Mass.: Candlewick Press, 1995. A little girl remembers trolley rides with her grandfather, who worked as a trolley conductor. *Grandfather's Trolley* takes readers back in time to the hey-day of trolley car transportation. The book is filled with hand-tinted photographs that reflect on a past era in American history.

* Mellonie, Bryan. *Lifetimes.* New York: Bantam Books, 1983. ISBN 0-553-34402-1. *Lifetimes* is a moving book for children of all ages. It explains life and death in a sensitive, caring way. It uses plants, animals, and people to tell that dying is as much a part of living as being born.

Mikolaycak, Charles. *Babushka: An Old Russian Tale.* New York: Holiday, 1984. Vivid colors and intricate patterns of cloth and costume are richly illustrated in this eastern European Christmas tale of the wondering Babushka. See also Milolaycak's version of *The Christmas Story.*

* Miller, Montzalee. *My Grandmother's Cookie Jar.* Los Angeles: Price, Stern and Sloan, 1987. ISBN 0-8431-1587-4. This is a folktale that shows how stories are passed from generation to generation keeping family histories alive. When Grandma is no longer there, her granddaughter realizes that she and the cookie jar have the important job of telling the stories to the next generation. This is a powerful read aloud. In cooperative groups, students could create a grandmother folktale to tell the class. Although this book is out of print, copies are available in most school and public libraries.

Morris, Ann. *Houses and Homes.* New York: Lothrop, Lee, and Shepard Books, 1992. ISBN 0-688-10169-0. This book is a photographic look at houses around the world. It gives students a glimpse into a rich variety of cultures and customs. Photography is by Ken Heyman. It can be used by the teacher as primary source material and a resource book. Students will love looking at the photographs. Using this book as a model, students could create an "Our Homes" bulletin board.

* Munsch, Robert. *Love You Forever.* Ontario, Canada: Firefly Books Ltd., 1986. ISBN 0-920668-37-2. This is a story of how a little boy goes through the stages of childhood and becomes a man. It also shows how a parent's love is enduring and how it crosses generations. It is a read aloud or it can be read independently by students.

Patrick, Diane. *Family Celebrations.* Illustrated by Michael Bryant. New York: Silver Moon Press, 1993. This unique teacher resource book describes different family gatherings from celebrating the birth of a child to funerals. Selections from chapters could be read aloud to students. The last chapter "Create a family Celebration Scrapbook" offers suggestions for student activities.

* Pellegrini, Nina. *Families Are Different.* New York: Holiday House, 1991. ISBN 0-8234-0887-6. In this book an adopted Korean girl doesn't look like either her mother or father. She doesn't like to look different. Then she looks around and realizes that lots of families are different. It can be used as an independent reading book or a read aloud. Colorful, bright illustrations.

Polacco, Patricia. *Chicken Sunday.* New York: Scholastic, 1992. ISBN 0-590-46244-X. Easter is coming and Miss Eula has been admiring a beautiful pink hat in the window

of Mr. Kodinski's shop for weeks. Her grandchildren want to buy her that hat. They think of ways they could earn enough money for it. This story merges ethnic differences and various traditions with the innocent acceptance of childhood.

Polacco, Patricia. *The Keeping Quilt*. New York: Simon and Schuster, 1988. Family heritage and history are reflected in the quilt that enfolds the new infant.

Politi, Leo. *Three Stalks of Corn*. New York: Macmillan, 1976. This book tells the legend of how corn came to be used in Mexico and of the relationship between the serpent god Quetzalcoatl and corn.

Pomerantz, Charlotte. *The Chalk Doll*. Lippincott, 1989. Stories of a Jamaican childhood are shared between a mother and daughter in this illustrated book that depicts a Caribbean culture.

Roland, Donna. Grandfather Stories and teacher guides. San Diego, Calif.: Open My World Publishing, 1984-1991. Titles in the series are: Grandfather's *Stories From Germany* (ISBN 0-942996-10-5), *Grandfather's Stories From Cambodia* (ISBN 0-942996-05-0), *Grandfather's Stories From the Philippines* (ISBN 0-941996-08-5), and *Grandfather's Stories From Mexico* (ISBN 0-941996-10-7). Cassette tapes and flannel board stories that go with each storybook can also be purchased in this series. The teacher guides contain a history of the country, vocabulary words, activities, art projects, and black line masters that go with each storybook. Each of the items, including the storybooks and teacher guides can be purchased separately. The storybooks are geared for young readers. They are good for small group reading or independent reading. The teacher guides are good resource books.

Rylant, Cynthia. *When I Was Young in the Mountains*. New York: E. P. Dutton, 1992. ISBN 0-525-44198-0. This is the story of a very special Appalachian childhood. The story is highlighted by soft colors and fine textures in the happy paintings. The text and the illustrations evoke the love of a place, of a family, and of a way of life. It can be read independently by second graders.

Rogers, Paul. *From Me to You*. New York: Orchard, 1988. A story of recollection shows how artifacts or hand-me-downs reveal family history.

Root, Phyliss, and Carol A. Marron. *Gretchen's Grandma*. Raintree, 1983. Gretchen is worried about how she will communicate when she spends the day with her Oma who recently arrived from Germany.

Russo, Marisabina. *A Visit to Oma*. New York: Greenwillow Books, 1991. ISBN 0-688-09623-9. This story is about a child who visits her great-grandmother every week. Her great-grandmother speaks to her in an unfamiliar language, so the little

child makes up a story in her own head to fit her great-grandmother's gestures. This book can be used for independent reading and for teaching students pantomime.

* Say, Allen. *Grandfather's Journey*. Boston: Houghton Mifflin, 1993. ISBN 0-395-57035-2. A Japanese American man recounts his grandfather's journey to America and his eventual return to Japan. The story tells of a special relationship the younger man had with his grandfather. This book can be used for independent reading.

Selway, Martina. *Don't Forget to Write*. Nashville, TN: Ideals Children's Books, 1992. ISBN 0-8249-8639-9. Rosie reluctantly leaves home to spend two weeks with Grandad and Auntie Mabel on their farm. During the two weeks she writes to her mother. Her letter begins with her displeasure at being on the farm but gradually changes to relate her positive experiences. Rosie's letter can be used a s a model for student writing.

Shea, Pegi Deitz. *The Whispering Cloth: A Refugee's Story*. Illustrated by Anita Riggioi and You Yang. Boyds Mills Press, 1995. The Hmong story cloth, the pa'ndau, becomes not only the vehicle for young Mai to pass on her heritage and to contribute to the economics of her refugee community, but also, it is the catalyst for accepting the loss of her parents and moving forward with her life. The Whispering Cloth is a sensitive portrayal and a magnificently illustrated book.

* Shelby, Anne. *Homeplace*. New York: Orchard Books, 1995. ISBN 0-531-06882-X. This story shows the changes in a home over 200 years. It is a picture book with beautiful illustrations and a limited text. It is a great book for teacher to share with students to stimulate class discussion.

Steptoe, John. *The Story of Jumping Mouse*. Lothrop, 1984. This is an American Indian story of haunting beauty.

Skutch, Robert. *Who's in a Family?*. Berkeley, Calif.: Tricycle Press, 1995. ISBN 1-883672-13-9. This is a good easy reading book that a second grader can pick up and read independently to discover the makeup of different families including alternative lifestyles. The student will enjoy the text and the illustrations. This can be used as an independent reader.

Surat, Michele Maria. *Angel Child, Dragon Child*. New York: Scholastic, 1983. ISBN 0-590-42271-5. Ut has just come to the United States from Vietnam with her father and siblings. Mother stayed in Vietnam until father could earn enough money to send for her. Ut does not like her new American school because her classmates think her speech and dress are strange and make fun of her. The principal finds a way to help Ut and her classmates solve this problem and become friends. This is an independent reading book or used in shared reading time.

* Super, Gretchen. *What Is a Family?* . New York: Twenty-First Century Books, 1991. ISBN 0-8167-2472-5. This is a beginning chapter book. Each chapter tells about a different aspect of family life. It would be a good book to use for guided reading time.

Thomas, Jane Resh. *Saying Good-bye to Grandma*. Illustrated by Marcia Sewall. New York: Clarion Books, 1988. ISBN 0-395-54779-2. Seven-year-old Suzie's grandmother has died and she is fearful about what grandma's funeral will be like. The story explores how a young girl copes with the death of a beloved family member.

* Thomas, Marlo (Executive Editor). *Free to Be..... A Family*. New York: Bantam Books, 1987. ISBN 0-553-34559-1. This is a book packed with songs, stories, poems, and pictures by America's favorite writers, entertainers, and artists. It is an excellent resource and reference book for the teacher.

* *Timeliner*, CD-ROM for Mac/Windows. Tom Snyder, Inc. This is a practical and easy-to-use computer program that allows students to create, illustrate, and print their own timelines. Users may create their own or use one of about 175 adaptable, ready-to-use timelines on major topics in U.S. or world history.

Waddell, Martin. *Grandma's Bill*. Illustrated by Jane Johnson. New York: Orchard Books. 1990. ISBN 0-531-05923-5. Grandma shows little Bill her photograph album with pictures of his grandfather, also named Bill.

Watson, Mary. *The Butterfly Seeds*. New York: Tambourine Books, 1995. ISBN 0-688-14133-1. Jake's excitement about moving to a new country is overshadowed by the sadness he feels about leaving his grandfather behind. With a parting gift of some magical seeds, his grandfather makes the promise that Jake's favorite butterflies will appear in America too. This is a read to book for the teacher to share with the class.

Weitzman, David. *My Backyard History Book*. Boston: Little, Brown & Co., 1975. An activity book that gives a number of good activities in exploring family history. This is a useful resource for teachers.

Williams, David. *Grandma Essie's Covered Wagon*. Illustrated by Wiktor Sadowski. New York: Knopf. 1993. ISBN 0-679-80253-3. Grandma Essie describes how her family left Missouri by covered wagon looking for a better life and lived in Kansas and Oklahoma before returning to Missouri.

Williams, Sherley Anne. *Working Cotton*. San Diego, Calif.: Harcourt Brace, 1992. ISBN 0-15-299624-9. Ms. Williams draws on her childhood experience in the cotton fields of Fresno, California for this story of a migrant family's day. The beautiful

illustrations of Carole Byard capture the reality of life in the fields. This book can be read independently by most second graders.

Williams, Vera B. *A Chair for My Mother*. New York: Mulberry Paperback Book, 1982. ISBN 0-688-04074-8. After a fire destroys their home and all their possessions, Rosa, her mother, and grandmother save money in a counting jar until they can afford to buy one big, comfortable chair that all three of them can enjoy. This is a good book for small group guided reading.

* Wolfman, Ira. *Do People Grow On Trees?* New York: Workman Publishing Company, 1991. ISBN 0-89480-348-4. This book encourages children of all ages to be ancestor detectives to discover their family heritage. It is a complete introduction to genealogy and a good resource book for teachers.

Yashima, Taro. *Crow Boy*. New York: Viking, 1955. This well-known story, set in Japan, is about prejudice and appreciation of others.

Ziefert, Harriet. *A New Coat for Anna*. New York: A Dragonfly Book/Alfred A. Knopf, 1986. ISBN 0-394-89861-3. This book is based on a true story that happened during World War II. It tells a simple lesson of love and sharing that can be easily understood by students. Anna needs a new coat and her mother decides to trade the few valuables she has left for a coat. The illustrations are bright and warm. This is a good book for small group guided reading.

Appendix 1

Letter Tiles

Use a letter tile strategy when introducing new vocabulary words. "Letter Tiles" is a hands-on approach that gives the student the opportunity to experiment and build words. As students manipulate the letters around to crate words, they gain confidence in trying to spell new words. They can use this tool to unlock spelling patterns, rhyming words, phonetic patterns, etc. Letter tiles are particularly good for students who are learning a second language.

Letter tiles can be used in a structured teacher guided lesson independently by students, pairs or groups of students, or in learning centers.

Letter Tile Activity

Materials needed: 1) envelopes (about 6" x 4"), one for each student, 2) scissors for each student, 3) two 1" x 6" strips of construction paper per student (one color for vowels and a different color for consonants), and 4) pencils.

Grade 2 Standard 1

Choose a vocabulary word you want the class to learn, for example FAMILIES. Have students write all five vowels sounds on yellow paper and then write only the consonants in the vocabulary word you are teaching (e.g., the consonants F M L S from the world FAMILIES). Be sure to tell students to leave plenty of room between each letter. Check to see that each student has followed directions, then model how to cut the letters apart to make tiles. Cut between each letter to make about 1 inch wide tiles. Model writing the eight letters in FAMILIES on a large paper strip. Now you are ready to start the game. Have students take out only the letters in the word FAMILIES. Either model by writing the letters on the board or putting large size tiles of the same color the students are using.

Tell students to take the letters "a", "e", "f", "i", "l", "m", and "s" out of their envelopes.

5. Take your letter "m" and put your "e" next to it. What word did you make? What does it mean?
6. Take the "e" out. Put an "i" in front of the "m". Put an "a" in front of the "i". What word did you make? What does this word mean?
7. Take the "i" out. Put an "s" in front of the "a". What word did you make? What does it mean?
8. Take the "m" out. Put an "l" and an "e" after the "a". What word did you make? What does it mean?

Grade 2 Standard 1

Follow the above procedure through this list of words:

sail	same	life	slim
fail	lame	file	slime
mail	fame	mile	smile
male	film	lime	files

Now find a word that will use all eight of the letters. F A M I L I E S. What does it mean?

The teacher can have students copy the words they have made on paper. Then the class can categorize the words into rhyming patterns, spelling patterns, same beginning letter patterns, words with long vowels, silent "e" patterns, set. The list is endless. As the students are creating new words, they are beginning to see that a number of English words belong to patterns. This kind of an activity increased the ability to visualize and recall a word you have read.

The strategy may be used in social studies, language arts, science, art, math, or any activity you are teaching.

Appendix 2

A Day in My Life

Name_____ Date_____

Directions: Have your parents help you write down the time you do each activity. At the bottom of the page, you may add extra activities that you do in your daily routine.

I wake up at _____

I get ready for school at _____

At _____, I leave for school.

School begins at _____

Lunchtime begins at _____

School ends at _____

I do my homework at _____

I eat dinner at _____

My bedtime is at _____

_____

_____

_____

_____

_____

_____

_____

Appendix 3
Time Line Worksheet

Appendix 4a

Sample Parent Letter

Dear Parents:

As a homework assignment, your child is being asked to make a timeline of his/her life. Attached are several sheets of paper with 2 boxes on each sheet. Please discuss with your child significant events in his/her life and when these events happened. Help your child write and illustrate one event for each year of his/her life. The first box should be used for your child's birth, including the day, month, and year. Other yearly events could be: first step, first tooth, family births, weddings, and deaths, a new pet joins the family, a memorable vacation, a move, beginning school, learning something, etc.

The events selected need to be meaningful to your child. He/she needs to know when each event happened and to write about it - For example, When I was 1, my sister Aileen was born.

After writing about each event, please have your child illustrate the event or, if possible, find a photo to show the event. If you use photos they will be returned. If you don't want to send photos to school most office supply stores will make copies of photos--a full sheet can hold 4 to 6 photos. The cost is about $1 to $3 for a sheet of color copies. Helpful hints for the photographs include

- A photocopy/Xerox of the photographs is acceptable and encouraged
- Photographs should **not** be glued or stapled to the homework
- Photographs **should** have names, dates, and ages written on the back

Thank you,

_____

(Teacher)

Created by Elizabeth Rickett, Tish Kato, and Ru Stevens

Appendix 4b

Appendix 4c

My Personal Time Line

Homework Questionnaire

DIRECTIONS: At home have people in your family help you answer these questions. Write your answers on each blank line. If needed, you may use the back of the paper.

Name _____ Date_____

1. When was I born? _____

2. Where was I born? _____

3. What important thing happened to me when I was 1 year old?

_____

4. What was something important in my life when I was 2 years old?

_____

5. What was important in my life when I was 3 years old?

_____

6. What was important in my life when I was 4 years old?

_____

7. What was important in my life when I was 5 years old?

_____

8. What was important in my life when I was 6 years old?

_____

9. What was important in my life when I was 7 years old?

_____

10. What was important in my life when I was 8 years old?

_____

Appendix 5a

Autobiography

Your autobiography should include:

Cover

1. Title
2. Full name
3. Photograph (or picture)
4. Use the word autobiography in some way on the cover

Body of the text

1. One page for each year of the student's life. Each page should include:

- Date (year)
- Sentences describing the event for the year
- Photograph or picture to illustrate the event

2. One page describing a major influence in your life (people, events, places)

3. One page describing "my goals" for the future

4. Page numbers (optional)

Appendix 5b

All About Me

Hello, my name is _____.

I was born in _____, _____

on _____ _____, _____ at _____.

I weighed _____, _____, and was _____inches long.

I don't remember much about what I did as a tiny baby, but

when I was _____ years old, I _____

_____

At age _____, I _____

_____

Now I am age_____. A major influence in my life

has been_____because_____

_____.

My goals for the future are to _____

_____

_____.

Appendix 6

News Flash to Parents

Dear Parents:

Our class is working on a unit called **Exploring Family Roots**. Within the unit, students will be asked to address questions such as:

- What is a family?
- Who are my grandparents and what have I learned from them?
- What is my family history?
- How is my life different from the lives of my parents and grandparents?
- How is my life different from life in the 1880's?

With your child, please try to assemble photographs of family members and ancestors. If photographs are not available, your child is welcome to draw pictures of relatives. Homework, such as the creation of a family tree, will be sent home during the unit. You are encouraged to help your child with these projects.

If, for any reason, you do not feel comfortable having your child work on this unit, be assured that alternatives exist. I will provide a family for your child to work with if you request this alternative. If some parts of the unit are difficult to complete, your child's grade will not be affected.

Our culminating activity will be a Family History Day. Your child will invite his or her grandparents to come and visit with our class. Any other family members are welcome to join this celebration.

Sincerely,

_____
(Teacher)

Appendix 7
Photo Analysis Worksheet

Name: _____ Date:_____

Instructions: The way people live and the things they have around them change over time. We can learn about the past from old photographs. As you examine a picture, remember that the person taking the photo probably had a specific reason for taking the photograph. Keep in mind the following things:

- What does this photograph tell me?
- Why was this photo taken?
- Is this an accurate representation of the past?

Examine the attached photo and then answer the following questions:

1. What seems to be happening in the picture? _____

_____

_____

_____

_____

_____

2. How would you describe the people? _____

_____

_____

_____

3. What do you notice about the objects in the photo? _____

_____

_____

_____

4. When do you think the photo was taken? Where was it taken? How can you tell? _____

_____

_____

_____

5. Why do you think the picture was taken? _____

Grade 2 Standard 1

6. What does the picture tell you about the past? _____

7. What questions do you have about the picture? _____

Created by Lisa Hutton

Appendix 8

What I Learned From My Parents and Grandparents

Name _____ Date _____

DIRECTIONS: Think of things you learned how to do or say from your parents and grandparents. Make a list of them below.

****

Appendix 9

Members of My Family Tree

Name _____ Date_____

DIRECTIONS: In the boxes below, write the names and facts about the ancestors you are going to put in your family tree. Use the back of this paper if needed.

Appendix 10
Special Person Interview

Name:_____

Special Person / Grandparent Interview

Name of special person or grandparent _____

How are you related or how do you know your special person?_____

_____

General Information

1.When is your birthday? _____

2.Where were you born? _____

3. Where do you live now? _____

Family Information

1. Tell me about your parents (names, place of birth, jobs your parents held).

_____

_____

_____

2. Do you have brothers and sisters?_____

_____

3. Are you married?_____ Tell me about your husband/wife and how you met ___

_____

_____

_____

4. Do you have children and grandchildren? Tell me about them _____

_____

_____

_____

Life as a child

1. What did you play with as a child? _____

_____

2. What kind of transportation did you use as a child? _____

_____

3. Where did you go to school and what was school like when you were a child?

_____

_____

_____

4. What do you remember most about your childhood? _____

_____

5. What were your talents and interests as a child? _____

_____

6. How has life changed since you were a child? _____

_____

_____

Significant Events: Please think of seven important events that have happened in your life and list them on the attached timeline worksheet. The first box should be your birth.

If you have any other questions for your special person, please write them down below:

_____

_____

Make sure you thank your special person for their time.

Appendix 10 b
Special Person/Grandparent Time Line

Appendix 10c
Sample Parent Letter for Special Person Interview and Timeline Worksheet

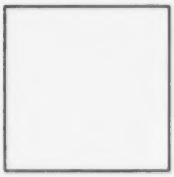
Dear Parents,

As part of our unit on Exploring Family Roots, your child will be interviewing a grandparent or special person. If it is not possible to interview a grandparent, please help your child to select another older relative or friend of the family. Please let me know if this is a problem and I will help your child find someone to interview.

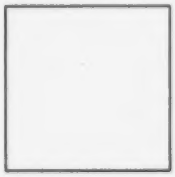
Attached are the interview questions and the timeline worksheet. Your child may require assistance writing the answers to the questions. You or the special person may help write the answers if needed. Your child will be using the information gathered to do several projects including a timeline of their special person and a biography of their special person.

On the timeline worksheet, there are eight boxes and spaces underneath to write about the key events in the special person's life. The dates of these key events should also be included.

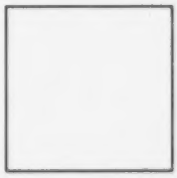
Example:



Born April 12, 1938
In Los Angeles, California



Graduated from
Washington High
In June, 1956



Started first job
as a security guard
at Disneyland in 1956

Each of the squares is where a picture or photograph will be placed on the final timeline. If you can provide photographs of the events please label them on the back with names and dates. If you do not have the photos, your child can draw pictures (they do not need to draw the pictures on this worksheet.)

- Photos will be returned
- Photos should not be stapled or glued to the planning sheet

It would be helpful to have the information collected by _____
Thank you for your continued support of your child's learning.

Thank You,

_____

Appendix 11

Biography

Your biography should include:

Cover

- Your special person's name
- Photograph or drawing of your person
- Author's name

Body of Text

General Information About Your Special Person

- Birthdate
- Place of birth
- Where your person lives

Family Information

- Parents
- Brothers and sisters
- Husband or wife
- Children

Life as a Child

- Toys and free time
- Transportation
- School
- Talents and interests
- Memorable events

Significant Events

- Describe 5-8 key events from your special person's life

Optional Information

Other interesting information that you learned about your special person

Appendix 12

add Invitation here

Appendix 13

Student Reflections: Family History

Name _____ Date_____

_____

What I did in this unit

_____

What I learned in this unit.

_____

What questions do I still have about family histories?

_____

What I liked doing best in this unit.

Appendix 14

Parent Response Letter

Parents, will you please take a few minutes and response to these questions on our unit, **Exploring Family Roots**? Yes or No replies will answer some of the questions. If you need more writing space, please use the back of the paper. Have your child return this paper to school as soon as possible. Thank you for your help.

Sincerely,

_____

(Teacher's signature)

---

1. Did your child enjoy working on this unit? _____

2. Did you work with your child on the homework assignments? _____

3. What are some of the things your child learned in this unit? _____

_____

4. What do you think was the best part of this unit? _____

_____

5. Was there any part of this unit that was difficult to complete? Please explain.

_____

_____

6. Did you enjoy the **Family History Day**? _____

Parent Signature (optional) _____

Appendix 15

Story Map

of

Ancestor Tree by Obinkaram Echew

Name _____ Date_____

Directions: Write the events in the story in the order they happened.

1.

2.

3.

4.

5.

6.

Created by Dorothy Hutchens

Appendix 16
Ancestor Poem

Name _____ Date_____

DIRECTIONS: Use each letter to start a word or phrase that describes one of your ancestors.
Example: A is for Aunt Mary who lives in New York.
N is for Ned, my grandpa, who likes to fish.
C is for the chocolate cookies my Grandma makes for me.
E is for the first letter in great-grandmother Ellen's name.
Have your parents help you write your poem.

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A is for
N is for
C is for
E is for
S is for
T is for
O is for
R is for
S is for

Created by Dorothy Hutchens

Appendix 17

I Am Poem

I am	Two special characteristics the person or thing has
I wonder	something the person or thing could actually be curious about
I hear	an imaginary or actual sound
I see	an imaginary or actual sight
I want	a desire
I am	repeat the first line of the poem

I pretend	something the person or thing could actually pretend to do
I feel	a feeling about something imaginary
I touch	an imaginary touch
I worry	something that could bother the person or thing
I cry	something that could make the person or thing very sad
I am	repeat the first line of the poem

I understand	something the person or thing knows to be true
I say	something the person or thing believes in
I dream	something the person or thing could actually dream about
I try	something the person or thing cold make an effort to do
I hope	something the person or thing could hope for
I am	repeat the first line of the poem

Appendix 18a

Sample Parent Letter

(Date)

Dear Parents:

Long ago families had crests to tell others what was important to them. On the enclosed sheet, please help your child develop a crest for your family.

In the upper left draw a picture showing ONE value held by your family. You might want to choose from intelligence, kindness, honesty, perseverance, being busy, courage, cheerfulness, or being helpful.

In the upper right draw a picture showing ONE thing your family likes to do together. You might want to draw a family celebration, a vacation, a camping trip, or a family outing (to museums, sporting event, performing art, etc.). It is important that you choose the activity YOUR family likes best.

Write your family last name between the lines

Draw a design for a family flag in the bottom - something that would mark your family as distinct - maybe stripes, zig zags, flowers, checks, dots, maybe a solid color

Sincerely,

_____
(Teacher)

Created by Elizabeth Rickett

Appendix 18b

Family Crest

FAMILY CREST FOR _____

Created by Elizabeth Rickett